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ABSTRACT

Guam Community College provides basic skills education for adults who have less than high school education. In 1994, these services were provided at 11 sites by 20 administrative and support personnel, 70 teachers, and 6 counselors (88 of these work part time). In that year, more than 2,000 adults enrolled in programs to enhance their skills and more than 800 took the General Educational Development (GED) screening tests. The number of adult high school graduates rose from 81 in 1993 to 130 in 1994. Cost per student was $88.38, an increase of $3.63 over the previous year. Guam Community College also administered in adult basic, adult high school, GED and English-as-a-Second-Language (ESL) programs and continued to provide programs for the Department of Corrections (enrolling 227 students in 15 courses). The college began production of an ESL newsletter and conducted volunteer training, although the volunteer training program was not fully implemented. The college reorganization, effective January 1, 1994, divided the adult education programs among three divisions. (The report contains three figures and eight tables showing the operations of the colleges, as well as eight appendixes: adult education site map; GED brochure and student hand-out; ESL brochure, newsletter, and achievement test; dropout survey; and volunteer's handbook.) (KC)

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ED 381 665

Adult Education Program

Performance Report
Fiscal Year 1994

GCC
GUAM COMMUNITY COLLEGE
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Under the Four-Year Plan
for the Adminstration of Adult Education
P.L. 102-73

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Adult Education Program

Performance Report

Fiscal Year 1994

Under the Four-Year Plan
for the Administration of Adult Education
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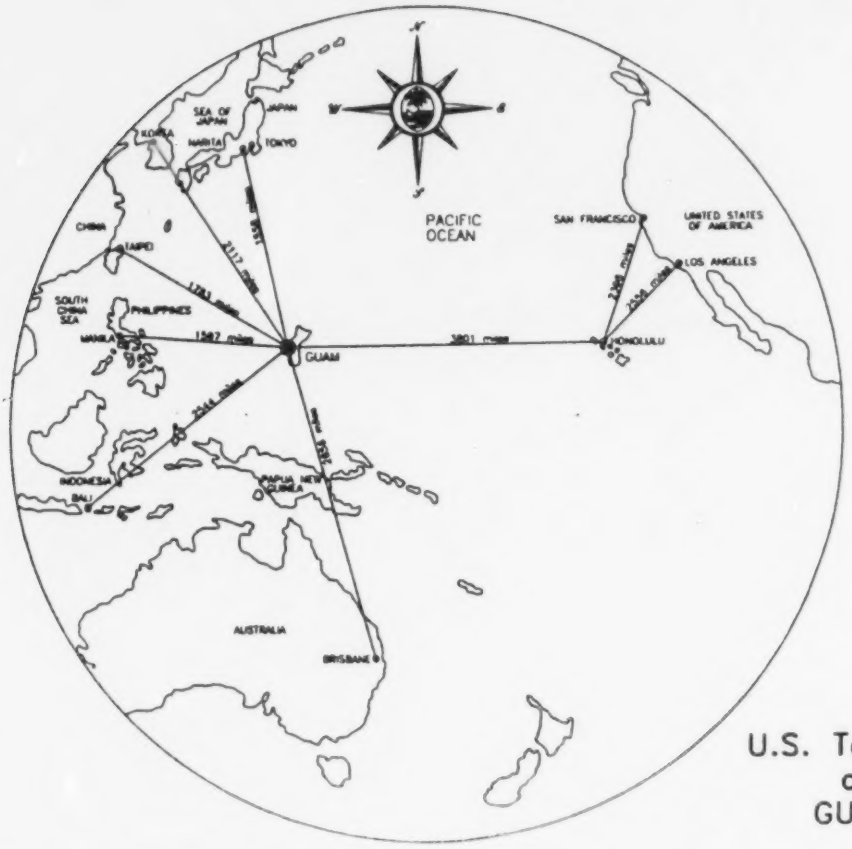
TERRITORY OF GUAM

GUAM COMMUNITY COLLEGE
State and local agency for Adult Education

Administration and Staff - 1994

John T. Cruz	State Director of Adult Education
Joaquin Pangelinan	Assistant Director of Adult Education
John Carroll, Ph.D.	Program Administrator (through 12/93)
Joseph De Torres, Ph.D.	Program Administrator (effective I/94)
Sandra Liberty	GED State Administrator (through 6/94) and Associate Dean, BSST, for English (effective I/94)
Kathleen Fields	GED State Administrator (effective 7/94)
Margaret Reyes	Administrative Officer
Suzanne Billings	Associate Dean, BSST, for ESL and Social Studies (effective I/94)
Doreen Blas	ESL Program Manager
Teresita Fejerang	Associate Dean, THS, for Math and Science (effective I/94)
Antonita Blas	Applied Academics Program Manager
Frank Rivera	JFK Site Coordinator
Claudette McGhee	Adult Basic, Volunteer Training, Off-campus basic skills, Department of Corrections and Gateway Grant Program Manager (assumed Gateway Grant Management effective 5/94)
Doris Santos	Gateway Grant Program Manager (GHURA) (through 4/94)
Doris Mafnas-Smith	Gateway Grant Program Coordinator (effective 6/94)
Evangeline Cruz	GED Chief Examiner
Vivian Quinata	GED Secretary, test proctor
Isipel Rayel	State Office Administrative Aide



U.S. Territory of GUAM

Guam is located 3,700 miles west-southwest of Hawaii, and 9,000 miles (and ten time zones) from Washington, D.C. As shown on the map above, Guam is an American Territory remotely located on the outskirts of Asia. Guam has a multi-cultural population of 146,000; is 30 miles long, ranges in width from 4 miles at its narrowest point to 8.5 miles at its widest. The total land area of the island is 212 square miles.

Guam Community College, since its beginning in 1976, is the *State and Local Agency* for Adult Education. The College offers vocational training at the secondary and post secondary levels, an Adult High School Program, the GED Program, a Vocational High School, an English-as-a-Second-Language Program, Adult basic skills, and workplace literacy programs for the entire island.

A map of Guam showing the sites of Adult Education programs can be found in the appendix of this report.

Adult Education Annual Performance Report 1994

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PART ONE:

THE NARRATIVE

GUAM ADULT EDUCATION

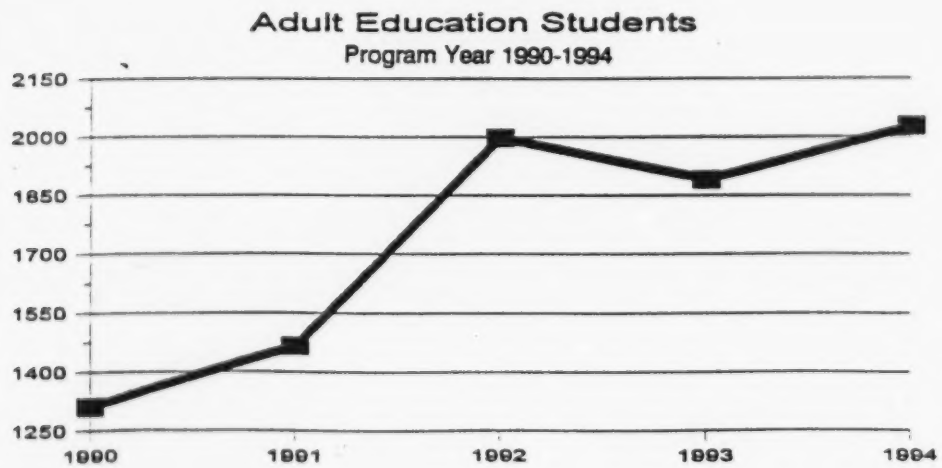
1994 ANNUAL PERFORMANCE REPORT

Introduction

Guam Community College provides the Territory's adult education programs. The mission of Guam's State Agency for Adult Education is to provide adults who have less than high school education with continuing opportunities to acquire basic skills necessary to function more effectively in society. The College provides programs in Adult Basic Education (ABE), General Educational Development (GED), English-as-a-Second Language (ESL), and an Adult High School Program in addition to counseling and career advisement.

These services were provided at eleven sites by 20 administrative and support personnel, 70 teachers, and 6 counselors for a total of 96. Of these, 88 are part-time which is defined as less than 30 hours per week. The sites are the College's main campus in Mangilao, John F. Kennedy High School in Tumon, the Department of Corrections, Agat Mayor's Office, Department of Mental Health and Substance Abuse, Toto Community Center, Yona Community Center, Merizo Elementary School, Naval Station, Goodwill Industries and the Korean Presbyterian Church.

The College has worked hard to recover from severe facility damages sustained during 1991, 1992 and 1993 due to a series of natural disasters. Enrollment has increased by 136 over the previous year. The typical student in Guam's Adult Education Program is between the ages of 16 and 24, Asian or Pacific Islander and enrolled in adult high school courses for enrichment purposes. Major ethnicity breakdowns remained constant with the majority of students being from Guam, the Philippines, Korea, and China.



Goal One: Provide a comprehensive adult education instructional program which is flexible and responsive to the basic employment skill needs of the adult population.

Three programs form the core of the comprehensive adult education program:

- *Adult High School,* a program leading to a high school diploma.
- *General Education Development,* providing screening, preparation classes, and administration of the GED test.
- *Adult Basic Education,* providing instruction in survival skills, literacy, communication, computation, and basic ESL.

Adult High School

There were 40 part-time instructors who provided 112 (87 evening/25 daytime) classes for 1160 adults, an increase of 20 classes over Program Year 1993. Part-time is defined as less than or equal to 30 hours of employment per week.

Three hundred twenty-nine (329) adults were formally seeking a high school diploma of which 130 graduated, plus 831 declared they were taking courses for enrichment. Data on declared diploma seekers has become readily available over the past two program years due to revisions and improvements in the registration procedures.

Adult High School Courses were offered in the areas of English, mathematics, science, and social studies. Courses were offered at JFK High School and the main campus in Mangilao. The main campus continued to have the majority of classes.

Curriculum development continued to be refined as the Reading and Writing Workshop approach was continued for the second year in the Language Arts courses. A survey of students to gather information not available from other sources was also continued for the second year.

The survey revealed that 34% of the respondents gained U. S. Citizenship, 14% were removed from public assistance, and 37% gained employment or retained their positions.

Having been field tested in Program Year l993, the survey instrument reveals significant gains.

Adult High School Student Survey

Survey Topic	FY1993	FY1994
Gained U. S. Citizenship	12%	34%
Removed from Public Assistance	2%	14%
Gained Employment or Retained Position	35%	37%

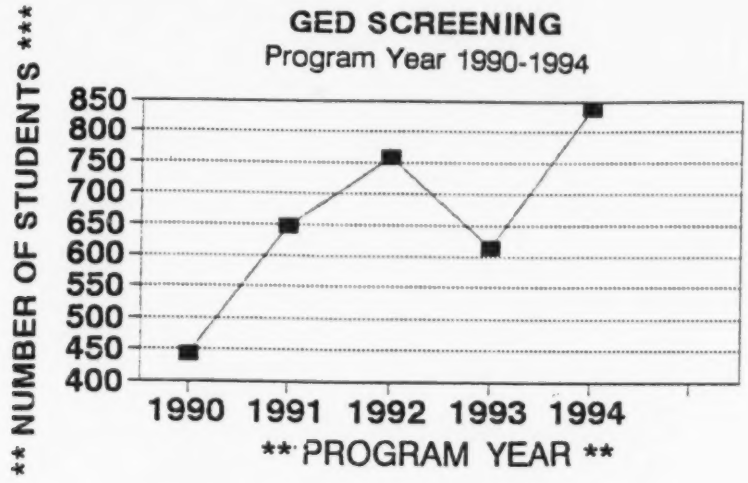
A testing program has been established at the Department of Corrections. Clients were administered math and reading tests and counseled on educational opportunities in academic and occupational areas.

A follow-up survey of l993 Adult High School graduates indicated that 44% were employed full-time and 9% were working part-time, with 96% in the private sector; over 39% were pursuing additional education with 20.5% of these registered as full-time students, and 19% as part-time students.

Courses were offered at the Community College and John F. Kennedy High School, in addition to the Correctional Facility. Efforts were made to ensure each site and classroom was accessible to those who were physically or mentally challenged. Thirty-two adults received special services from the Special Needs Program.

General Education Development [GED]

The major components of the GED Program are screening, preparation classes, counseling and testing. During Program Year 1994, 839 adults took the screening test to identify academic needs, an increase of 52 from 1993. Two hundred seventeen individuals took the actual test, which is a 14% increase over PY93; 146 passed which was a 36% increase from the previous year.



Screening tests were administered at the Community College, the Correctional Facility, the Agat Mayor's Office, Toto and Merizo Community Centers, J.F.K. High School, and Naval Station.

Brochures provided information on GED testing services and were distributed to public high schools, government agencies and military installations. Announcements were also made concerning GED preparation classes through the local media. For the third year, GED graduates participated in a formal Adult and Post Secondary graduation ceremony in May.

With the establishment of a new testing site and relocation of the GED offices in August, operations were consolidated. During summer 1994, a new site was established for GED Preparation classes at the Agat Mayor's Office. Additional changes were made in the administration of the program with the reorganization of the Guam Community College, effective January 1, 1994. This placed the administration of the GED program under the jurisdiction of the School of Student Development.

Adult Basic Education Programs

Adult basic education programs focus on basic life skills. The reorganization of the College placed the Adult Basic Education Program under the School of Student Development (SSD). The Office was physically relocated to consolidate operations and records. During Program Year 1994, basic skills class were offered to 9 individuals at Goodwill Industries, and 27 at the Agat Mayor's Office.

Department of Mental Health and Substance Abuse

In cooperation with the Department of Mental Health and Substance Abuse, 27 clients, all receiving out-patient treatment, participated in a course designed to improve skills in daily living situations. The course, offered in Spring Semester 1994, was entitled World of Work. It included sources for finding employment, preparing employment applications and resumes, employment interviewing, employer/employee relationships, job progress and career advancement, labor laws for minors and adults, union information, self analysis, and career explorations.

Literacy Training - ESL

Due to island needs, a pre-beginning level of English proficiency was added to the curriculum of the English-as-a-Second language Program in Program Year 1993, and was continued in Program Year 1994 as well.

Eight course guides for ESL were approved and the achievement tests for each course were piloted. Development of formal literacy and reading-writing skill courses served as a complement to the oral communication components of the ESL Curriculum. A major focus was given to functional English language skills and real-life competencies. An increase of 16% in enrollment was seen in beginning ESL classes, from 231 in 1993 to 268 in 1994.

Gateway Grant

The Gateway Grant, operated by the Guam Housing and Urban Renewal Authority (GHURA) commenced during Program Year l993. Early implementation difficulties arose when designated facilities were destroyed by a typhoon.

State Agency staff members provided technical assistance in cooperation with AHRD throughout Program Year 1994. The Gateway Grant literacy programs were operated at three sites with a total enrollment of 63. Family literacy and adult education basic skills instruction were provided to the residents of low-cost housing areas. Twenty-seven (27) were enrolled at the Merizo site, 21 at the Yona Community Center, and 15 at the Toto Community Center. There was an increase in enrollment of 49 from Program Year l993, and one additional site was established.

Classes focused on speaking, reading and writing of the English language. Individuals were encouraged to seek further adult education that would help them develop skills necessary for success in a family setting. As a result of their training, students demonstrated more assertiveness and independence and were better equipped to master the skills needed to accomplish daily living tasks and become more productive in the community.

Toward the end of Program Year 1994, total management of the Gateway Grant was assumed by the Guam Community College, School of Student Development (SSD). GHURA opted not to continue direct management. During the transition from GHURA to SSD, the State Agency provided technical assistance. A part-time Gateway Grant Program Coordinator under SSD was added to facilitate expansion.

Department of Corrections

There were 202 inmates at the Adult Correctional Facility, including 13 in the female unit and 31 residents at the Work Release Education Center (formerly known as the Halfway House). A needs assessment resulted in reading improvement, general mathematics, beginning algebra and English being offered on site.

Goal Two: Increase enrollment and expand services for special groups.

Institutionalized at the Guam Adult Correctional Facility

A testing program was established to evaluate the educational level of the 202 clients; counselors from Guam Community College administered six testing sessions with a total of 78 inmates tested during PY94. Results were used to plan programs, identify needs, and counsel students in career planning. In meeting identified needs, the GED program offered classes in basic skills in math, English, social studies, and science at the Correctional Facility. One inmate on the educational release program attended a GED preparation class at the Mangilao campus. In addition, two clients in the educational release program attended Adult High School classes at the Mangilao College campus.

The course subjects offered at the ACF site were Reading Improvement, Fundamentals of Communication, General Math, World of Work, Writing Workshop, Beginning Algebra, Human Biology, American Government, and Basic Skills.

Classes Held at ACF
Program Year 1994

SEMESTER	NUMBER OF COURSES	ENROLLMENT
Fall 1993	5	78
Spring 1994	4	57
Summer l994	6	92
Total	15	227*

*** Duplicated Count**

Courses were offered based on assessed needs of clients at the Adult Correctional Facility (ACF). An unduplicated count revealed that 31 individuals participated in courses offered at the Department of Corrections site in Fall l993, 34 in Spring l994, and 38 in Summer l994.

Graduation ceremonies were held at the Department of Corrections facility on June 10, 1994, where five Depcor clients received an Adult High School Diploma and four received a GED Certificate.

Job Opportunities and Basic Skills [JOBS]

Adults on public assistance attended adult education courses at the Guam Community College under the JOBS Program. JOBS, in its third year of full scale services in Guam, is coordinated by the Department of Public Health and Social Services. Sixty-two (62) clients were provided educational services. This is a substantial increase from l993. There has been a steady increase over a three year period.

JOBS Clients in Adult High School Courses

1992	1993	1994
21	46	62

Of the 62 persons served throughout Program Year 1994, 139 Adult High School courses were attended at Guam Community College by JOBS clients.

Non-English Proficient

Advertisements for ESL classes were printed in six languages in the local media and flyers were distributed to the various consulates, organizations, and ethnic groups. Course information was also posted at schools and places of business. Advertisements and brochures are written in English, Vietnamese, Chinese, Japanese, Korean and Tagalog.

Instructors enhanced their instructional techniques with the use of audio/visual equipment, computer assisted instruction, and T.V./video programs.

The ESL Program Coordinator worked with various ethnic organizations, clubs, schools, consulates and a church in identifying and servicing needs of minority groups and to identify those most in need of the services.

Goal Three: Establish means of continuous needs assessment of targeted educationally disadvantaged adults.

Quality Performance Indicators

The Office of the State Agency for Adult Education is currently conducting an evaluation of 20% of Adult Education Programs, specifically ESL. The four major areas in the Quality Performance Indicators will be evaluated as related to ESL. They include:

- Educational Gains
- Curriculum Review
- Student Recruitment
- Student Retention.

Adult High School Survey

A survey of adult high school students was developed and field tested during the summer of 1993. The survey was necessary to gather information not available within the current data system to meet reporting requirements and for planning. Fall, 1993 data revealed that there were 145 respondents. There were 131 respondents in the previous year.

Adult High School Student Information

CATEGORY	1993	1994
Received U. S. Citizenship	12%	34%
Registered to Vote	20%	39%
Gained Employment	15%	29%
Employment Retention or Promotion	20%	8%
Were on Public Assistance	14%	18%
Were Removed from Public Assistance	2%	14%

English-as-a-Second-Language Assessment

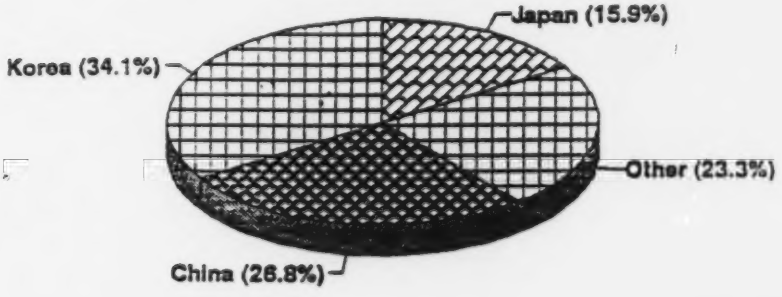
English as a Second Language (ESL) students learn functional language for daily situations, personal enrichment, and for the workplace. The ESL Program provided non-native English speakers practice in listening, speaking, reading and writing skills necessary for everyday situations. ESL courses were held at the Guam Community College, John F. Kennedy High School and the First Presbyterian Church.

With the reorganization of the Guam Community College effective January I, I994, ESL was placed under the School of Business, Social Science and Technology. Office space was identified for general ESL program management on the GCC campus for the program specialist, word-processing secretary and three full-time instructors. There were two additional full-time instructors. The ESL office held open-enrollment registration and expanded their library to support activities in the classroom.

Eight course guides for ESL were approved and the achievement tests for each course were piloted. Literacy and basic reading and writing courses were developed. Methods were improved in student records management. Students in all classes completed a program evaluation designed for their level.

During Program Year I994, 543 students were enrolled in English-as-a-Second-Language Programs. Ethnic diversity within the classification of "Asian or Pacific Islander" for students in Guam's ESL Programs is broken down further by country of origin.

Enrollment by Country of Origin



Others include: Bangladesh, Burma, Chuuk, Guam, Hongkong, Iran, Italy, Mexico, Panama, Peru, Philippines, Puerto Rico, Russian, Spain, Taiwan, Thailand, Turkey, Vietnam and Yap.

Adult High School Graduate Follow-up Survey

Each year a survey is taken by the State Agency staff of the previous year's graduates to provide data for use in program planning and evaluation. A survey of 1993 Adult High School graduates revealed that 44% were employed full-time and 9% were working part-time with 96% of these same respondents in the private sector earning an average of $7.82 an hour. Over 39% were pursuing additional training - 20.5% full time and 19% part-time.

Department of Corrections Testing

To better assess the skills and needs and to provide and plan for the needed programs, 78 of the 202 clients of the correctional facility were administered the California Test of Basic Skills as well as a vocational interest survey. The average math score was a grade equivalent of 7.4 years; reading was slightly better at 7.7 years. A G.E.D. preparation program was offered again this year at the prison. Testing was offered on a regular basis for new inmates to assess educational levels and explore interests.

Goal Four: Promote awareness and involvement with outside agencies and organizations to address the needs of the educationally disadvantaged adult.

The State Agency works closely with program providers, and facilitates the coordination of agencies and organizations. Cooperative activities were continued with the Agency for Human Resource Development, Guam Department of Corrections, Guam Department of Education, the University of Guam, Guam's JTPA, GSCOVE, The Korean Presbyterian Church, Public Health and Social Services, Mental Health and Substance Abuse, Goodwill Industries, Agat Mayor's Office, and Guam Housing and Urban Renewal Authority.

Highlighting 1994 were the following:

- Guam Gateway Grant, awarded to the Guam Housing and Urban Renewal Authority, then transferred under the School of Student Development.
- Gateway Grant site established at Merizo Elementary School.
- Provided direct instruction to individuals in low-income public housing areas in speaking, reading and writing of the English language.
- Basic Skills classes offered at Goodwill Industries.
- Tested all new clients and continued holding classes at the Department of Corrections.
- Sixty-five percent increase in JOBS participants of the Department of Public Health and Social Services.
- Basic literacy classes offered at the Korean Presbyterian Church.
- GED screening and testing at the Department of Corrections.

Goal Five: Implement special projects and teacher training programs.

Professional Development/Teacher Training:

Adult Education Program Administrators attended Regional Workshops for State Directors, Volunteer Training and Management, and AAACE meetings to enhance their skills and provide current information and materials to program managers.

Faculty members attended the TESOL conference and made educational visits to various schools in the Baltimore area. A counselor attended the Training for Career Development Professionals. A Program Manager attended the Department of Education Transitions Conference to gain information, knowledge and professional contacts for improving partnership relationships with volunteers involved in Adult Education Programs.

The ESL Program Manager held frequent meetings with ESL teachers. ESL faculty and staff attended training in the use of interactive CD-ROM and added audio/visual programs for instructional use. Instructors were provided training in video use for language learning. In addition, two program development workshops for ESL faculty and staff were held.

Adult Education personnel participated in Red Cross CPR training. The Program Manager participated in a leadership training, and a policy-making workshop. Faculty and staff attended a fire safety workshop. A two-day in-service training program on tutoring was held in July, 1994, for GED and SSD staff members. An orientation workshop was held at Naval Air Station for Adult Education personnel on volunteer training, and a follow-up meeting regarding adult education volunteers was held.

Special Projects:

ESL Newsletter -- As part of the ESL Reading and Writing course, ESL faculty and students worked jointly to plan and develop a newsletter. The first newsletter entitled "Palm Readings" was published in November 1993. The appendix of this report features portions of the first newsletter. Each of the newsletters contained short stories by ESL students, cultural events and other topics of interest with campus-wide distribution. Future distribution plans are being made to include the local community and islands throughout Micronesia.

The production of the newsletter has provided training opportunities for ESL students and has contributed to the success and quality of the program.

Volunteer Training -- Plans were begun during Program Year 1994, to establish volunteer training. Data were compiled and information obtained by two individuals who attended the conference on Volunteer Training and Management. The Adult Basic Program Manager initiated a partnership with the University of Guam, Family Community Leadership Training Division to assist in conducting training for volunteers. As a result, a workshop was conducted at Naval Station on tutoring techniques. Additional workshops were conducted at Naval Air Station, a local restaurant, and at the Guam Community College main campus in Mangilao. The volunteers represented community leaders, military employees, University of Guam students, and Guam Community College National Honor Society members. The workshops included training on lesson preparation, tutoring, counseling and mentoring techniques. These workshops trained volunteers to serve as classroom tutors. However, during Program Year l994, the volunteers were unable to meet the class schedule.

Goal Six: Provide leadership for efficient management and implementation of the Adult Education State Plan.

The State Agency continued to provide resources and advice for program administrators. It worked closely with program providers, giving them technical assistance in order to ensure progress of programs and fiscal compliance. Leadership was provided to facilitate interagency coordination. It also provided assistance to ensure a smooth transition of programs due to the reorganization of the College. Representatives of the State Agency actively participated in meetings of JTPA, various College planning committees, the State Council on Vocational Education and the National Consortium for Adult Educators.

In l994, the State Agency provided technical assistance to the Gateway Grant Program Manager and provided guidance in fiscal and organizational changes. The State Agency coordinated the 20% evaluation of the Adult High School Program and conducted the annual follow-up survey of Adult High School Graduates.

SUMMARY OF ADULT EDUCATION PROGRAMS - 1994

Guam continues to invest in its vision to provide services to adults. Overall, Adult Education Programs have done well, considering Guam's need to recover from the unfortunate natural disasters that occurred prior to and during l993. Prior year programs were affected by Super Typhoon Omar and an 8.1 earthquake.

In Program Year l994, over 2000 adults enrolled in programs to enhance their skills and over 800 took the GED screening test. The number of Adult High School graduates jumped from 81 in 1993 to 130 in 1994. Cost per student, calculated as mandated, was $88.38, an increase of $3.63 over the previous year.

Toward the end of Program Year l994, management of the Gateway Grant was transferred from the Guam Housing and Urban Renewal Authority to the School of Student Development at Guam Community College.

The College also administered Adult Basic, Adult High School, GED and ESL Programs and continued to provide programs for the Department of Corrections. The production of the ESL Newsletter was commenced and Volunteer Training was conducted, although the Volunteer Training Program was not fully implemented.

Comprehensive Adult Education programs received 15% of funding; Special groups of adults received 40%; Needs assessment activities, 5%; Outside agency involvement, 5%; the Gateway Grant, 5%; Special Projects and teacher training activities, 15%; and State administration a maximum of 15%. Dollar amounts are:

Goal I.	Comprehensive Adult Education Programs	$33,025
Goal 2.	Special Groups of Adults [Institutionalized, ESL]	80,069
Goal 3.	Needs Assessment Activities	11,008
Goal 4.	Awareness and Outside Agency - Gateway Grant	22,017
Goal 5.	Special Projects and Teacher Training	33,025

The College reorganization, effective January I, l994, affected the structure of Adult Education Programs. All areas were previously under one program administrator and within a single division. The reorganization divided the various activities among three divisions deans. This placed English and social studies classes under the School of Business, Social Science and Technology (BSST), Adult High School classes (math and science) under the School of Technology and Human Services (THS); GED, the Gateway Grant and Adult Basic 2Education Programs under the School of Student Development (SSD).

The reorganization made it necessary to revise the distribution of funds. Special Groups of Adults under Goal 2, and Teacher Training and Special Project funds under Goal 5 were divided between SSD and BSST.

Non-discrimination and affirmative action statement

Guam Community College affirms the right of all individuals to equal opportunity in education and employment, without regard to race, color, religion, age, national origin, or disability. The College is committed to comply with all territorial and federal statutes, rules and regulations which prohibit discrimination in its policies and practices and which require affirmative actions.

PART TWO:

FISCAL REPORTS & TABLES

FIRST YEAR REPORT 07/01/93 - 06/30/94

FINANCIAL STATUS REPORT

1 FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED: DEPARTMENT OF EDUCATION OVAE / DAEL

2 FEDERAL GRANT OR OTHER ID NUMBER: V002A30054

OMB Approval No. 80 R0180

PAGE 1 OF 1

3 RECIPIENT ORGANIZATION (Name & complete address)
Guam Community College
P. O. Box 23069
Main Postal Facility
Guam Marianas Islands 96921

4 EMPLOYER I.D. NUMBER: 98 - 0040312

5 RECIPIENT ACCOUNT NUMBER OR I.D. NUMBER: 3 - xx - xxx - xxx - 2xA - 2xZ - 4 - 4

6 FINAL REPORT: YES XX (NO)

7 BASIS: CASH XX (ACCRUAL)

8. PROJECT/GRANT PERIOD (See Instructions)
FROM (Month, day, year): July 1, 1993
TO (Month, day, year): June 30, 1994

9. PERIOD COVERED BY THIS REPORT
FROM (Month, day, year): July 1, 1993
TO (Month, day, year): June 30, 1994

10 STATUS OF FUNDS

Programs/Functions/Activities	(a) State Administration	(b) Section 353	(c) Programs of Inst. (0 - 8)	(d) Programs of Inst. (9 - 12)	(e) Institutionalized Persons	(f)	TOTAL (g)
a Net outlays previously reported	0	0	0	0	0	0	0
b Total outlays this report period	14,828	795	57,167	1,765	3,021	0	77,575
c Less: Program income credits	0	0	0	0	0	0	0
d Net outlays this report period (b - c)	14,828	795	57,167	1,765	3,021	0	77,575
e Net outlays to date (a + d)	14,828	795	57,167	1,765	3,021	0	77,575
f Less: Non Federal share of outlays	0	0	0	0	0	0	0
g Total Federal share of outlays (e - f)	14,828	795	57,167	1,765	3,021	0	77,575
h Total unliquidated obligations	99	7,678	0	0	0	0	7,777
i Less: Non Federal share of unliquidated obligations shown on line h	0	0	0	0	0	0	0
j Federal share of unliquidated obligations	99	7,678	4,690	0	230	0	12,698
k Total Federal share of outlays and unliquidated obligations	14,928	8,473	61,857	1,765	3,251	0	90,273
l Total cumulative amount of Federal funds authorized	33,026	33,026	126,599	5,504	22,017		220,172
m Unobligated balance of Federal funds	18,098	24,553	64,742	3,740	18,766	0	129,899

11 INDIRECT COST
a Type of rate ___ PROVISIONAL ___ PREDETERMINED ___ FINAL ___ FIXED
b RATE ___ c BASE ___ d TOTAL AMOUNT ___ e FEDERAL SHARE ___

12 REMARKS Approval was given to submit financial report on January 25, 1995. See attached memo
NO INDIRECT COST TAKEN **FIRST YEAR REPORT**

13 CERTIFICATION
I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL: Mary Ann Young

DATE REPORT SUBMITTED: 12.01.94

TYPE OR PRINTED NAME AND TITLE
MARY ANN YOUNG
Assistant to the Vice President

TELEPHONE: (671) 734 - 4311 x224

STANDARD FORM 269

Guam Adult Education Report/FY 1993 - 20

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****FINAL REPORT** 07/01/92 - 03/31/95**

FINANCIAL STATUS REPORT

1 FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED: DEPARTMENT OF EDUCATION OVAE / DAEL	2 FEDERAL GRANT OR OTHER I.D. NUMBER: V002A20054	OMB Approval No. 80-R0180	PAGE 1 OF 1

3 RECIPIENT ORGANIZATION (Name & complete address): Guam Community College P O Box 23069 Main Postal Facility Guam Marianas Islands 96921	4 EMPLOYER I.D. NUMBER: 98 - 0040312	5 RECIPIENT ACCOUNT NUMBER OR I.D. NUMBER: 3 - xx - xxx - xxx - 2xA - 2xZ - 3/4 - 3	6 FINAL REPORT: XX(YES) ___NO
	8. PROJECT/GRANT PERIOD (See Instructions)	9. PERIOD COVERED BY THIS REPORT	7 BASIS: CASH XX (ACCRUAL)
	FROM (Month, day, year): July 1, 1992 — TO (Month, day, year): September 30, 1993	FROM (Month, day, year): July 1, 1993 — TO (Month, day, year): March 31, 1995	

10 STATUS OF FUNDS

Programs/Functions/Activities	(a) State Administration	(b) Section 353	(c) Programs of Inst. (0 - 8)	(d) Programs of Inst. (8 - 12)	(e) Institutionalized Persons	(f)	TOTAL (g)
a Net outlays previously reported	12,612	8,650	67,382	0	4,015	0	92,659
b Total outlays this report period	15,390	18,154	40,516	4,713	14,582	0	93,355
c Less Program income credits	0	0	0	0	0	0	0
d Net outlays this report period (b - c)	15,390	18,154	40,516	4,713	14,582	0	93,355
e Net outlays to date (a + d)	28,002	26,804	107,898	4,713	18,597	0	186,014
f Less Non Federal share of outlays	0	0	0	0	0	0	0
g Total Federal share of outlays (e - f)	28,002	26,804	107,898	4,713	18,597	0	186,014
h Total unliquidated obligations	0	0	0	0	0	0	0
i Less Non Federal share of unliquidated obligations shown on line h	0	0	0	0	0	0	0
j Federal share of unliquidated obligations	0	0	0	0	0	0	0
k Total Federal share of outlays and unliquidated obligations	28,002	26,804	107,898	4,713	18,597	0	186,014
l Total cumulative amount of Federal funds authorized	28,282	28,282	108,413	4,713	18,855		188,545
m Unobligated balance of Federal funds	280	1,478	515	0	258	0	2,531

11 INDIRECT COST

a Type of rate ___ PROVISIONAL ___ PREDETERMINED ___ FINAL ___ FIXED

b RATE ___ c BASE ___ d TOTAL AMOUNT ___ e FEDERAL SHARE ___

12 REMARKS

NO INDIRECT COST TAKEN ****FINAL REPORT****

13 CERTIFICATION

I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL: Mary Ann Young

DATE REPORT SUBMITTED: 1995

TYPE OR PRINTED NAME AND TITLE: MARY ANN YOUNG, Assistant to the VP of Financial Affairs

TELEPHONE: (671) 734 - 4311 x224

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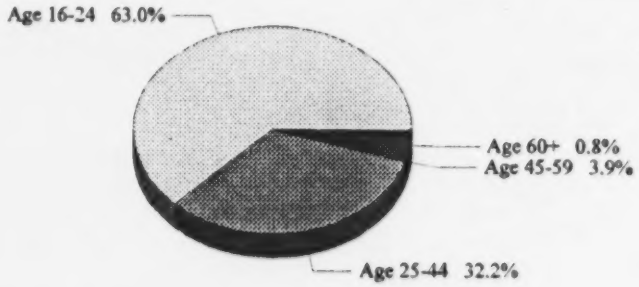
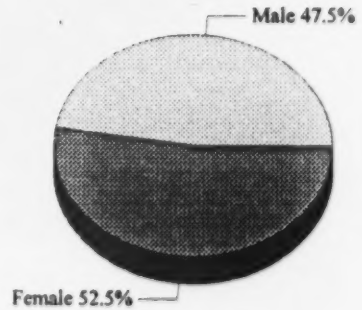
Participants by Age Group

Program Year 1994



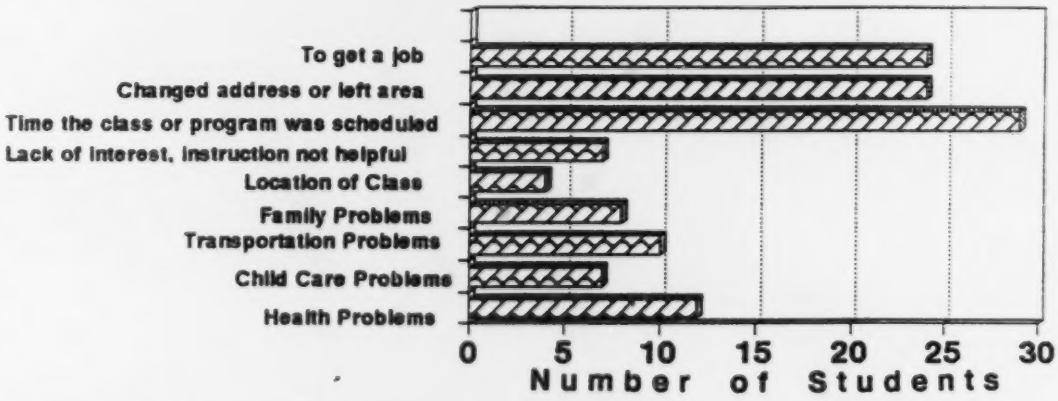
Participants by Gender

Program Year 1994



Adult Education Programs
Reasons for Separations

PY 1994



Not included in this graph are 205 students who officially withdrew without giving a reason. In addition 276 were given technical withdrawals for not meeting Guam's immunization requirements or were withdrawn for non payment of tuition and fees, and were counted separately from the number of students enrolled.

DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
WASHINGTON, D.C. 20202-3585

Form Approved
OMB No. 1830-0027

TERRITORY OF GUAM

ANNUAL PERFORMANCE REPORT
FOR THE ADULT EDUCATION STATE-ADMINISTERED PROGRAM

PART I - STATISTICAL

Program Year 1993-94
Period Covered
From To
7/1/93 6/30/94

TABLE 1.

Number of Participants by Educational Functioning Level, Population Group, and Sex

	PARTICIPANTS BY POPULATION GROUP AND SEX**										
EDUCATIONAL FUNCTIONAL LEVEL	AMERICAN INDIAN OR ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		BLACK NOT OF HISPANIC ORIGIN		HISPANIC		WHITE NOT OF HISPANIC ORIGIN		TOTAL Col. (B) thru (K)
A	MALE (B)	FEMALE (C)	MALE (D)	FEMALE (E)	MALE (F)	FEMALE (G)	MALE (H)	FEMALE (I)	MALE (J)	FEMALE (K)	(L)
1. BEGINNING											
A. ABE	0	0	62	61	0	0	0	0	2	1	126
B. ESL	0	0	108	156	0	0	0	2	0	2	268
2. INTERMEDIATE											
A. ABE	0	1	90	80	1	1	1	1	6	7	188
B. ESL	0	0	61	110	0	0	1	1	0	3	176
3. ADVANCED ESL	0	0	48	63	1	0	1	4	2	0	109
4. ADULT SECONDARY ED.	4	0	547	549	3	4	5	7	20	21	1160
5. TOTAL	4	1	916	1009	5	5	8	15	30	34	2027

Table 2.

Enter the number of participants by age, population group, and sex

AGE GROUP**	PARTICIPANTS BY POPULATION GROUP AND SEX**										
	AMERICAN INDIAN OR ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		BLACK NOT OF HISPANIC ORIGIN		HISPANIC		WHITE NOT OF HISPANIC ORIGIN		TOTAL Col. (B) thru (K)
A	MALE (B)	FEMALE (C)	MALE (D)	FEMALE (E)	MALE (F)	FEMALE (G)	MALE (H)	FEMALE (I)	MALE (J)	FEMALE (K)	(L)
1. 16 - 24	4	0	650	560	4	4	5	8	23	20	1278
2. 25 - 44	0	1	230	390	1	1	3	7	7	12	652
3. 45 - 59	0	0	26	52	0	0	0	0	0	2	80
4. 60 AND OLDER	0	0	8	9	0	0	0	0	0	0	17
5. TOTAL	4	1	914	1011	5	5	8	15	30	34	2027

*** Based on participant's age at the time class attended during the program year.

Table 3.

Enter the number of participants for each categories listed.

EDUCATIONAL FUNCTIONAL LEVEL	PARTICIPANTS PROGRESS AND SEPARATION DATA BY EDUCATIONAL FUNCTION LEVEL Number of Participants				
	NUMBER STARTED (AT EACH LEVEL)	NUMBER STARTED THAT COMPLETED THAT LEVEL	NUMBER PROGRESSING IN SAME LEVEL	NUMBER SEPARATED FROM EACH LEVEL BEFORE COMPLETING THAT LEVEL	NUMBER STARTED AT EACH LEVEL THAT MOVE TO A HIGHER LEVEL
(A)	(B)	(C)	(D)	(E)	(F)
1. BEGINNING A. ABE	126	126	0	0	0
B. ESL	268	67	68	143	9
2. INTERMEDIATE A. ABE	188	11	62	115	0
B. ESL	176	32	60	84	5
3. ADVANCED ESL	109	25	24	60	0
4. ADULT SECONDARY ED.	1160	130	1030	NA	NA
5. TOTAL	2027	391	1244	402	14

Table 4.

Number of participants leaving the program before completing their objectives and their reasons for separtion. (Participants may fit more than one category.)

REASONS FOR SEPARATION A	NUMBER OF PARTICIPANTS B
1. Health Problems	12
2. Child Care Problems	7
3. Transportation Problems	10
4. Family Problems	8
5. Location of Class	4
6. Lack of interest, instruction not helpful to participants	7
7. Time the class or program was scheduled	29
8. Changed address or left area	24
9. To take a job	24
10. Other known reasons (See breakdown below.)	303
11. Unknown reasons [withdrew, no reasons given] (See breakdown below.)	205*

10. Other Known reasons:
- 15 wrong class (ESL)
- 12 couldn't keep up with class (ESL)
- 276 Did not meet Health or immunization requirements, or were withdrawn for non-payment (Classified as technical withdrawals)

303 Total

Fall 1993	82
Spring 1994	194
Total	276

***11.** **38 withdrew from Department Corrections Classes Fall 1993**
55 Fall 1993
32 Spring 1994
80 ESL (PY94)
205 Total

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Table 5.

Enter the number of participants for each of the categories listed. Participants may fit more than one category and may be reported under as many categories as apply.

STATUS OF PARTICIPANTS UPON ENTRY INTO THE PROGRAM	NUMBER OF PARTICIPANTS (may be duplicated)
A	B
1. Disabled Adults	32
2. Adults in Rural Areas	1901
3. Adults in Urban Areas With High Rates of Unemployed (Insular)	0
4. Immigrants Adults	553
5. Homeless Adults	0
6. Adults in Correctional Facilities (Fall 1993)	78
7. Other Institutionalized Adults (Mental Health 27, Goodwill 9)	36
8. Employed Adults (ESL)	401
9. Unemployed Adults (ESL)	421
10. Adults on Public Assistance (JOBS 62, ESL 3)	65

Table 6.

Number of participants who had achievements in the listed areas during the reporting period. (Participants who have several achievements may be listed more than once.)

Participants Achievement	NUMBER OF PARTICIPANTS (may be duplicated)
A	B
EDUCATIONAL	
1. Obtained an Adult High School Diploma	130
2. Passed the GED Test (fall 1993, spring & summer 1994)	146
3. Entered Other Education or Training Program (1993 graduate survey 17, ESL 12, Gateway Grant 14)	43
SOCIETAL	
4. Received U.S. Citizenship	49
5. Registered to Vote or Voted for the First Time	57
ECONOMIC	
6. Gained Employment (AHS 42, ESL 10, graduate survey 23)	75
7. Secured Employment Retention or Obtained Job Advancement (AHS 12, ESL 5)	17
8. Removed From Public Assistance	21
OTHER (Specify)	0

Table 7.

Number of participants and number of classes by time and location.

LOCATION OF CLASS		NUMBER OF PARTICIPANTS*	NUMBER OF DAYTIME CLASSES	NUMBER OF EVENING CLASSES	NUMBER OF SITES OPERATING FULL-TIME PROGRAMS (25 hours or more (Unduplicated count)
A		B	C	D	E
SCHOOL BUILDING					
A.1.	Elementary/Secondary School (JFK High School)	341	0	31	1
A.2	Elementary/Secondary School (Merizo Elementary) Gateway Grant	27	0	1	1
B.	Community College, Junior College, Technical Institute, etc. (GCC)	1,424	45	105	1
C.	4-Year College	0	0	0	0
OTHER LOCATIONS					
A.	Learning Center	0	0	0	0
B.	Correctional Institution **	38	9	6	1
C.	State/Local Institution for the Disabled (Mental Health 27, Goodwill 9)	36	1	0	0
D.	Work Site (Naval Station)	29	1	0	1
E.	Library	0	0	0	0
F.1.	Community-Based Organization Center (Agat Mayor's Office)	27	0	1	1
F.2.	Community-Based Organization Center (Gateway Grant - Yona 21, Toto 15)	36	0	2	2
G.	Home or Homebased	0	0	0	0
H.	Other (Korean Presbyterian Church)	69	2	4	1
TOTAL		2027	58	150	9

* The total number of participants is an unduplicated count and should equal the total number reported for column (L) in Tables 1 and 2. ** The majority of participants from Dept. of Corrections were enrolled in two or more classes.

TABLE 8.

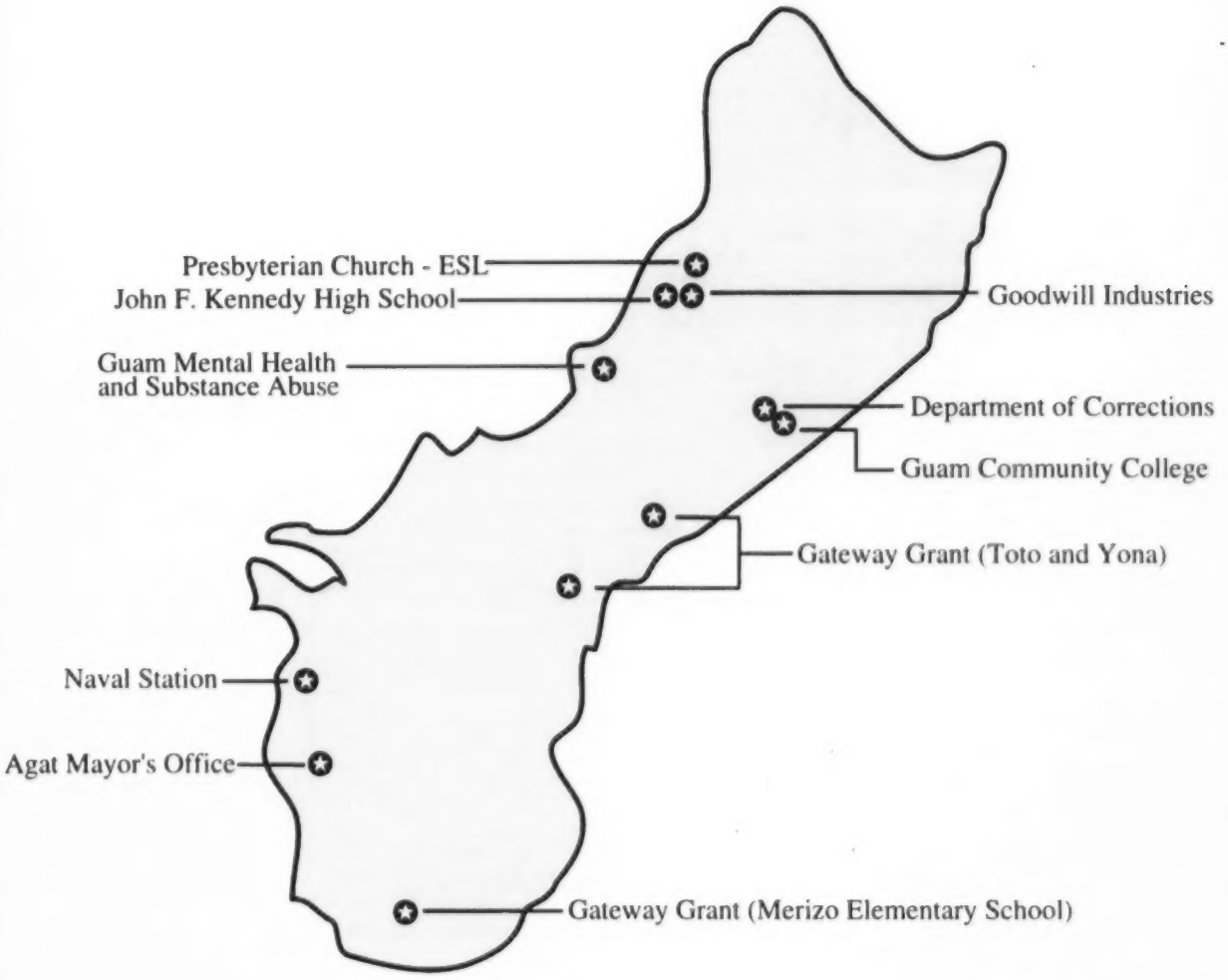
Personnel by Function and Job Status (Unduplicated Count)

FUNCTION Organizational Placement and Type of Job Performed	ADULT EDUCATION PERSONNEL		
	Paid Personnel		UNPAID VOLUNTEERS
	Total Number of Part-time Personnel	Total Number of Full-time Personnel	
A	B	C	D
1. State-Level Administrative/ Supervisory/Ancillary Services	4	5	0
2. Local-level Administrative/ Supervisory/Ancillary Services	11	0	10
3. Local Teachers	67	3	0
4. Local Counselors	6	0	0
5. Local Paraprofessionals (NHS Students)	0	0	9

PART THREE:

THE APPENDICES

On- and Off- Campus Sites
1994 Adult Basic Education



Guam Adult Education Report, FY1994 32

Guam Community College

THE ged DIPLOMA
Measure of Excellence

PASS THE TEST AND WE'LL GIVE YOU THE PROOF YOU NEED, SO CALL NOW.

734-4311 (Ask For Bing)

You can do it NOW!

Wish you had finished high school?

THE ged DIPLOMA
Measure of Excellence

YOU'RE AS GOOD AS A HIGH SCHOOL GRADUATE, BUT HAVE NO DIPLOMA TO PROVE IT?

WHAT CAN YOU DO?

TAKE THE GED TEST.

A high school equivalency examination.

WHAT IS THE GED?

The GED is a test of General Educational Development. It includes five parts: Writing skills, Social Studies, Science, Reading Skills, and Mathematics. It takes about seven hours to complete.

The idea behind the GED program is to recognize what you already know--not where, when, or how you learned something.

About 20 percent of the people who take the GED exam do so without any adults find that their life experience, including the reading they have done, has sufficiently prepared them to earn the GED diploma.

You may be thinking, "I've been out of school a long time. How could I possibly pass the test?"

WHAT ABOUT CLASSES?

Guam Community College has tuition free classes in the evening in Mangilao and at JFK. Classes can even be arranged at your work site with the cooperation of your employer.

You can join the classes at any time and at any level and work at your own speed until you and your teacher think you are ready for the test.

GED teachers have lots of experience helping people get back "in the groove." Often teachers work on a one-to-one basis with a student.

THE ged DIPLOMA
Measure of Excellence

GED Candidates' Code

Before the Tests, candidates

- Should understand that the GED Tests measure general knowledge and skills obtained through a combination of education and life experience
- Should know that classes, tutoring and the *Official GED Practice Tests* are available through local adult education programs
- Are expected to complete all the forms necessary for the application process honestly and accurately
- Are responsible for informing the Examiner of special needs that may require special accommodation for fair testing.

Day of the Tests, candidates

- Should arrive at the test site early, with all required paperwork and forms of identification
- Should follow the Examiner's instructions regarding smoking, eating, restroom policies, allowed or disallowed materials, and penalties for suspicious behavior during testing
- Are expected to listen closely and comply with all test instructions, paying special attention to marking the answer sheet correctly and writing on the assigned essay topic
- Should respect the privacy of others and their right to take the test under conditions conducive to success
- Are encouraged to (1) answer all test questions and work to the best of their abilities; (2) answer the easy questions first; (3) use all the time available; (4) always check their work before turning in the test; and most importantly, (5) not give up or be discouraged

After the Tests, candidates

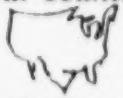
- Are expected to safeguard their diplomas and score reports, should never misrepresent themselves or others by altering or forging a score report, and should not allow others to do so (anyone with knowledge of such an occurrence should immediately report it to the Chief Examiner)
- Are required to keep all test questions confidential
- Are encouraged, if they do not pass the GED Tests, to enroll in classes, to study, and to take the tests again (retesting information can be obtained from the Examiner)
- Are encouraged to tell their friends and relatives how to obtain information about taking the GED Tests.

LANGUAGE FOR . . .

Personal Communication

Our Community

Our Country

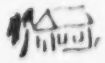


Our Environment

Food

Shopping

Home



Health Care

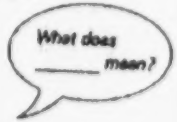
Employment

Transportation & Travel

English as a Second Language

Learn to interact in English in GCC's ESL program. The College offers . . .

. . . beginning
. . . intermediate
. . . advanced classes.

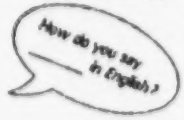


Classes are active in practicing listening, speaking, reading and writing necessary for everyday situations.

英語會話班

G.C.C. 的英語會話班讓您學習用英語交談.我們為您安排,

初級班
中級班
高級班

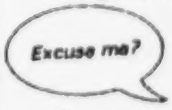


課程是著重於練習聽,講,讀以及寫有關日常生活所需.

Anh Ngữ Đàm Thoại

Hãy học tập cho biết xã giao bằng tiếng Anh với chương trình Anh Ngữ Đàm thoại của chúng tôi tại trường G.C.C.
Chúng tôi có:

Lớp sơ cấp
Lớp trung cấp
Lớp cao cấp



Lớp chúng tôi nhấn mạnh sự luyện tập về khả năng nghe, nói, đọc và viết bằng Anh ngữ về mọi việc cần thiết trong đời sống hằng ngày.

G. C. C. 英会話

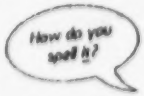
一緒に英語を勉強しませんか。
GCCには次の様なコースがあります。

初級
中級
上級

日常生活に必要な英語を聞く、話す読む、書く等、多方面から学びます。

G. C. C. 영어회화반
영어를 능숙하게 하시고 싶습니까?
G.C.C.에서 영어회화 과목은
모다이 구체적으로 가르칩니다.

초급 반
중급 반
상급 반



일상생활에 필요한 ①쓰기 ②말하기
③쓰기 ④읽기

Mag-aral Makipagpanayam sa Wikang Ingles sal "ESL Program" ng GCC . . .

. . . panimula
. . . panggitna
. . . panguanhing aralin.

Pag-aaralan ang pagsasanay sa pakikinig, pagsasalita, pagbabasa, at pagsusulat sa Ingles na magagamit sa pang-araw-araw na pangangailangan.

PALM READINGS

Program for Achieving Language Mastery

Volume 1 of 1 November 1993

WELCOME TO OUR FIRST EDITION!

BY MAUREEN CHAPMAN

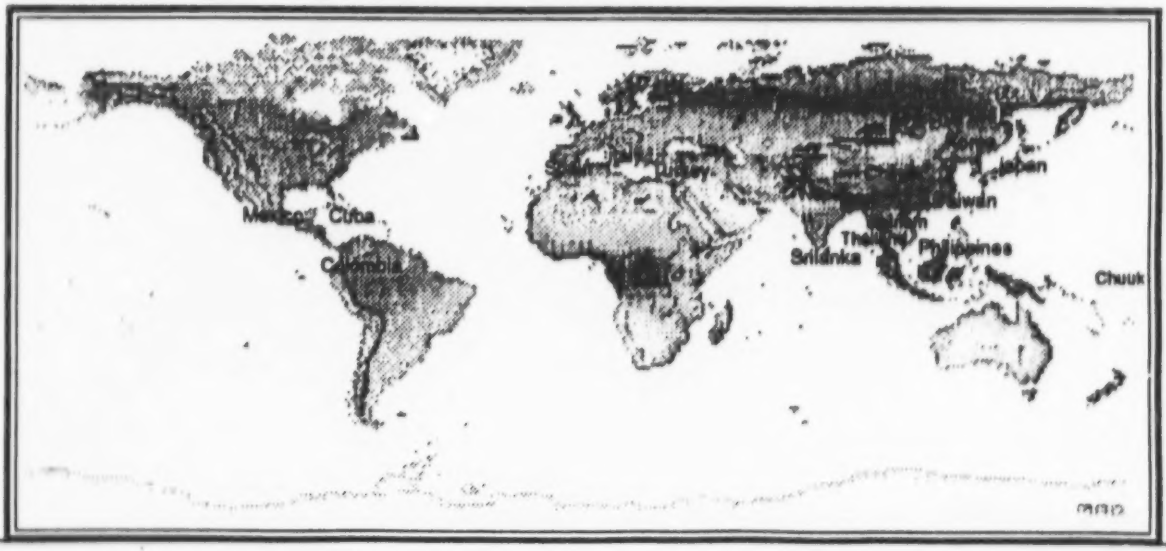
We are proud to announce the first publication of the GCC English as a Second Language Journal, *Palm Readings*. Students from the ESL17 reading and writing classes have worked hard to present a wonderful collection of stories, personal observations, recipes, and illustrations. Gigi Urban, the word processing specialist of the ESL Department, added her expertise with desk top publishing and scanning to set their writings in this eye-catching layout.

Not only did the ESL students accept the challenge of communicating their ideas in a second language, but they

also learned how to use the Macintosh Computer System in GCC's Microcomputer Lab in C4. Although learning the computer can be difficult, I know that everyone who participated enjoyed working in the lab! (A special thanks to Nancy Hall who helped students feel comfortable and competent in this new environment.)

We hope that this presentation of student writings will be the first among many in the future. All ESL students may contribute their writings. Also, the computer lab in C-4 is open to all GCC students when room is available. Enjoy the readings and consider joining us next time!

WHERE DO OUR STUDENTS REALLY COME FROM?



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Studying Everything at GCC

BY KYO CHEA PARK

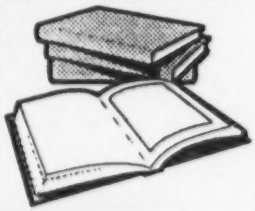
I have attended ESL class at GCC since last year's summer school, 1992 The first time I went to class I was very scared and embarrassed because I had never met a foreigner in Korea; then I couldn't speak English. I worried that I couldn't attend class and I couldn't understand everything. So the first day of class, I couldn't say anything,except my name and a few words. But immediately, I could understand many things because my classmates and my teacher helped to me with everything. They explained in detail and kindly. So, I liked the class that I attended.

Most of my classmates are Chinese, Japanese, Korean and a few Thais. They all want to study about America's culture and language and everything. Sometimes we talk about our country's customs and propriety, and we laugh when we find out about our contries' common things from each other. Oriental countries have many common customs, food, language, etc. Also, then I become familiar with my classmates.

One day before Christmas last year, we had a special Christmas party. We each brought some of our country's special foods which we made by ourselves. We were surprised at the many special foods. It was like a big buffet restaurant.

We talked about cooking and our customs so we learned many new things. Also, I could understand something about America's customs and manners. For instance, during the classes I learned about Christmas, Easter Day, and Halloween.

So I was proud to talk of my class to my friends and my family in Korea. I recommend the G.C.C. ESL classes to you if you would like to know English and everything about America. Why don't you join us!



FUNNY MISTAKES

By Xinghui Yuan

Nine months ago, I left China for Guam to visit my husband. I took the plane of an international airline company. Because this was my first time and I could only speak a little English, my husband ordered the seat on Northwest Airline Company especially for me, and he told me that flight attendants of Northwest Airline Company were Taiwanese. This meant that I could speak Chinese with them. It should have reduced many mistakes.

On January 27 of this year, I got on the plane in China. The flight attendant had bright eyes with black hair that fell below her waist and she wore a red uniform. She smiled and said to me in English, "Good morning". I answered to her in same way. Then I look my seat. Before the plane took off, the speaker spoke in three lan· uages (Chinese, Japanese, English) that tourists should pay attention to certain things.

After 30 minutes, the flight attendant who said good morning to me tied her hair back. She served food. She asked me in English, "Would you have something to drink?"

"Coffee," I answered.

After I ate my food, the flight attendant asked me in English, "What kind of drink do you want?"

I answered ,"Cola."

After all the flight attendants had finished serving, I exchanged another seat and thought: " These flight attendants are Taiwanese; why did they speak English to me ? Why didn't they speak Chinese to me?" I thought again and again but I couldn't figure it out. Finally I guessed that maybe she grown up in the U.S.A. and couldn't speak Chinese.

When the plane arrived at Tokyo and would soon land, I heard that flight attendant tell an old man in Chinese, "Tie your seat belt." Suddenly I understood; she thought that I was Japanese.

When I was getting off the plane, the flight attendant said to me in English, "Goodbye."

I answered in Chinese slowly, "Goodbye." I saw that she was surprised. Immediately, I told her in Chinese , "I am Chinese."

She said, "You look like you're Japanese, so I spoke English with you all the time."

Then we all laughted.

THE SHORTENED AUTOBIOGRAPHY OF BANG-OORN MEECHAI WILSON

BY BANG-OORN WILSON

I was born on the 5th. day of February, 1966, in Yasothorn, Thailand, in the notheast. Although my father did many things, we lived on a farm. I learned to raise and care for animals. I also learned how to grow things in the garden.

When I was 19 years old, I moved to Bangkok where I owned a store. My auntie gave me a place of my own to sell fresh meat, beef and pork. People sold their fresh meat to me and then I would sell it for a profit.

A couple of years later my Prince Charming from the USA flew by in his jet and stole me away. He took me to the Philippines to live in his castle. We were very happy there until the giant dragon, Mt. Pinatubo, chased us away.

That's why we came to Guam last year!

(REPRODUCED AT GOVERNMENT OF GUAM EXPENS

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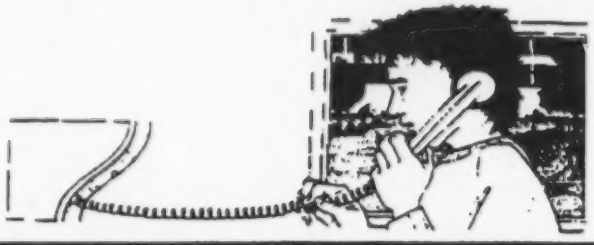
ESL14A

NAME:_____

TODAY'S DATE:_____

LISTENING

1. Peter is calling Monica to ask her for a date. Listen to the telephone conversation. What is Monica doing each evening this week? Place a check next to the correct activity.



Monday	Tuesday	Wednesday	Thursday	Friday
☐ finish typing ☐ write letters ☐ complete term paper	☐ friends coming to dinner ☐ clean up the apartment ☐ meet new roommate	☐ see movie with Pat ☐ Bill and Joan coming to dinner ☐ free	☐ Daddy's birthday ☐ dinner at home ☐ see baseball	☐ sports club ☐ see movie ☐ free

Now listen again and check your answers.

2. Tony and his friends are at a restaurant. Look at the menu. Then listen to the conversation and write down what each person orders.

SPIRO'S COMPLETE DINNER SPECIALS

Dinner specials are served with a cup of soup or chilled tomato juice, homemade bread and butter, potato, vegetable, choice of any of our homemade desserts, coffee or tea and a complimentary glass of wine. Specials served every day of the week 11:00a.m. to 10:00 p.m.

1) *Charcoal Broiled Shell Steak*
Thick and Juicy. Bone in. Served with Onion Rings $9.95

2) *Chicken Kiev*
Breast of Chicken stuffed with butter and herbs breaded and deep fried $8.95

3) *Fresh Roast Chicken*
Greek style $7.95

4) *This is the prime time of the season for Yellow Tailed Flounder*
From the clear waters of New England enjoy this succulent filet of fish. We filet it and broil it to order.
Broiled Whole Flounder
in garlic butter and wine sauce $7.95

5) *Broiled Rainbow Trout*
Butter sauce $7.95

6) *Omelette*
turned to perfection with your choice of fillings: **Cheese, Mushroom,** or **Spinach** $5.95

John	
Barbara	
Ellen	
Tony	
Peter	

Now listen again and check your answers.

10

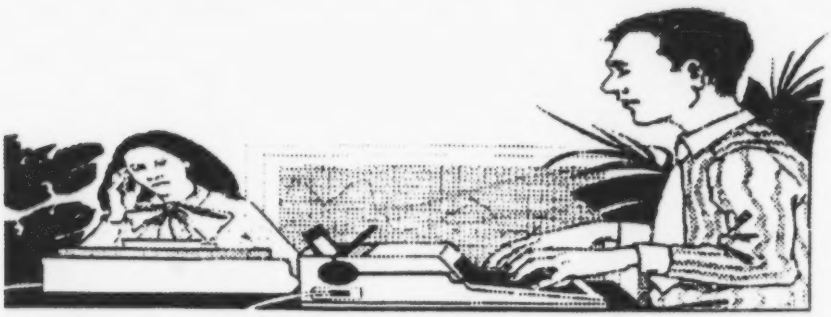
ESL14B

NAME:_____

TODAY'S DATE:_____

LISTENING

1. You are going to hear two secretaries talking in their office. Listen to their conversation and answer the questions. You will hear the tape two times.



a. What is wrong with Janice? _____
b. Why is she working so hard? _____
c. Has she taken anything for her problem? _____
d. What is she going to do after finishing her work? _____

2. You are going to hear a man talking to his doctor. Listen to their conversation and answer the questions below. You will hear the tape two times

a. What is Mr. James' problem? _____
b. How long has he had it? _____
c. Is he having any trouble at home? _____
d. What advice does the doctor give him? _____

_____

GUAM COMMUNITY COLLEGE

Office of Admissions and Registration

COURSE WITHDRAWAL SURVEY

Social Security Number _____ Date _____

Last Name, First Middle _____

List your reason(s) for dropping each course.
Please use these codes:

1. The MOST important reason
2. A very important reason
3. An important reason

List course/seciton number you are dropping.

Course Number			
Section			

REASON				
1	Health problems – yours			
2	Child care problems			
3	Transportation problems			
4	Family problems			
5	Location of class			
6	Lack of interest – class wouldn't help me			
7	Time of class – couldn't make it at scheduled time			
8	Wrong class – took it before, didn't need this class etc.			
9	Not satisfied – with the instructor			
10	Not satisfied – could not buy text books/materials			
11	Moved away – to another village/off island			
12	Took a job – couldn't work and go to school too			
13	Couldn't keep up with the work; failing the class			
14	Other, please specify ...			

Indicate the most important single reason why you attended GCC this term:

Prepare for a new job/career		Update skills for my job	
Transfer to 4 year college		Explore academic/vocational areas	
Personnel Enrichment			

GCC

Kulehan Kumunidát Guáhan
Accredited by the
Western Association of
Schools and Colleges

Guam Community College
School of Student Development
Adult Education and GED Programs

VOLUNTEER'S HANDBOOK

GUAM COMMUNITY COLLEGE
SCHOOL OF STUDENT DEVELOPMENT
ADULT EDUCATION AND GED PROGRAMS

Dear Volunteer,

Welcome to Guam Community College! Your participation, as a volunteer promises to ensure student success! On behalf of the Adult Education Programs, we extend to you an invitation to participate in organizing and designing the formal training programs for tutors.

Although, we will continue to work with each of you individually, in the coming months, we will be conducting a series of workshops for you to attend. On these occasions, you will have the opportunity to learn many new skills; how to help students with mathematical computations and how to teach reading to students of varying abilities, how to diagnose reading difficulties; and to practice with other tutors those techniques you have already learned. You may also wish to serve as a Mentor and provide inspirational guidance that encourages student learning.

You will also have the chance to develop your own materials for adult reading, writing, and math and perfect them here, at the College. As a tutor you will have access to the Academic Achievement Resource Center, the Library, and the Learning Resource Center.

The tutor training program is free to you, and is designed to be a personal benefit and interest to you.

We look forward to working with you in our effort to help our students read, write, compute and solve problems with increasing successes.

Sincerely,

Claudette McGhee

CLAUDETTE McGHEE, M. E
Adult Ed. Program Specialist

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GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guáhan
Accredited by the
Western Association of
Schools and Colleges

SCHOOL OF STUDENT DEVELOPMENT
ADULT EDUCATION, AND GED PROGRAM

TUTOR/VOLUNTEER CONTRACT FORM

I, _____ , agree to work a volunteer for _____ hours a week for the next three months in the ADULT EDUCATION AND/OR GED programs. I will attend the necessary training sessions, accept assistance, share knowledgeable experiences, and tutor students assigned in the areas for which I am skilled.

The hours for which I will be available to tutor is a follow:

DATES	TIMES
_____	_____
_____	_____
_____	_____

I am aware that the Program Specialist and the instructor will be available to render any assistance, that I may need.

_____
Signature

_____
Date

P.O. Box 23069 Barrigada, Guam, 96921 • Phone: (671) 734-4311

GUAM COMMUNITY COLLEGE
SCHOOL OF STUDENT DEVELOPMENT
ADULT EDUCATION & GED PROGRAMS

VOLUNTEER/TUTOR APPLICATION FORM

Name: _____

Address: _____

Village: _____ Telephone: _____

I would like to volunteer my services as indicated by the numbered work task as checked below:

WORK TASK

_____ 1. To work with one student in Basic math
_____ 2. To work with one student in Basic Reading
_____ 3. To work with a small group of Basic math students
_____ 4. To work with a small group of Basic Reading students
_____ 5. To help develop instructional materials
_____ 6. To assist in keeping records
_____ 7, To help with clerical duties
_____ 8. To help with student recruitment
_____ 9. To team teach in the subject area _____

Please list the areas in which you feel you have some expertise which you would like to share.

_____ A. Job Skills

_____ B. Hobbies, such as sewing, painting, arts & crafts

_____ C. Special talents: _____

_____

_____

TUTOR'S LESSON PLANNING SHEET

Date: _____ Students's Name: _____

Location for tutoring: _____ Time: _____

Address: _____ Telephone: _____

Specific needs of student _____

Director(s) for meeting the specific needs of this students: _____					
Tutorial Activity: This lesson requires you to complete the following task(s) as directed below in the blocks(s) checked:					
Reading	Writing	Spelling	Computation	Problem Solving	Human Relations

Objective of this lesson: _____

_____

After tutoring this lesson the student will be able to:

1. _____

2. _____

3. _____

This student responded to this lesson as discussed below: _____

complete pages _____ of Lesson _____

The methods I used to tutor this lesson is circled below:

* Oral reading
* Writing
* Dictionary
* Spelling
* Computing
* Problem Solving

_____
(Tutor) Signature

_____
Date